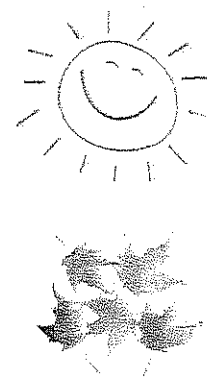




Pawling Central Middle School



Dear Students,

Pawling Middle School is proud to present our Reading through the Seasons initiative. This year we will continue to address pertinent grade level themes.

The following themes have been selected:

- | | |
|----------|----------------------|
| Grade 5- | Tolerance |
| Grade 6- | Peer Pressure |
| Grade 7- | Identity – Who Am I? |

Attached to this letter is a list of suggested titles for the Pawling Middle School Reading through the Seasons initiative. You will be required to read two books from your grade level theme list and a summary for each book. You will have to complete one assignment from that list. One book must come from the reading list included in this packet. The second book can either come from the list or be of your own choosing, provided it matches your grade level theme. For example, a student entering 5th grade may choose to read, *Wonder*, from the attached list. The student may also choose to read a book not listed, as long as it is about tolerance.

In addition, you will be required to complete a project based on the chosen books to be turned in on **September 29, 2017**. The project must be chosen from the list attached. Along with the project, each student must complete a summary for each book read. You may use either Summary Form A or B or both. You will find two handouts in this packet for the summaries and you may choose to use either one.

All sources must be cited using the MLA format. A model of this format is included. Your reading project will be graded and will count as a quiz towards your first quarter average in ELA. Please be advised that if you require assistance to complete the assignment, teachers will only be available before school ends this year and once the 2017-2018 school year begins.

When turning in your project you must include the project, the summaries, and the project rubric. Each component must have your name and grade level written on it.

If you have any questions, you may call the Middle School at 855-2171 and someone will assist you.

Respectfully,

The Middle School Building Level Team



Pawling Central Middle School

Reading List

Grade 5 - Tolerance

- | | | |
|----|------------------------|-----------------------------|
| 1. | Wonder | Author: R.J. Palacio |
| 2. | My Name Is Brain Brian | Author: Jeanne Betancourt |
| 3. | Freak the Mighty | Author: Rodman Philbrick |
| 4. | El Deafo | Author: Cece Bell |
| 5. | Savvy | Author: Ingrid Law |
| 6. | The One and Only Ivan | Author: Katherine Applegate |
| 7. | Out of My Mind | Author: Sharon M. Draper |
| 8. | Rules | Author: Cynthia Lord |

Grade 6 - Peer Pressure

- | | | |
|----|--|------------------------------|
| 1. | It's Not Easy Being Mean | Author: Lisi Harrison |
| 2. | Blubber | Author: Judy Blume |
| 3. | When Zachary Beaver Came To Town | Author: Kimberly Willis Holt |
| 4. | The Misfits | Author: James Howe |
| 5. | We Beat the Street | Authors: Sampson Davis |
| 6. | Wonder | Author: R.J. Palacio |
| 7. | Diary of a Wimpy Kid: Dog Days | Author: Jeff Kinney |
| 8. | Middle School: My Brother Is a Big, Fat Liar | Author: James Patterson |
| 9. | Middle School: Get Me Out of Here! | Author: James Patterson |

Summer Reading List

Grade 7 - Identity – Who Am I?

1. Firegirl
Author: Tony Abbott
** If you choose this book and the Firegirl project (What Happens Next?) this is the only book you have to read.*
2. The Wednesday Wars
Author: Gary D. Schmidt
3. Sorry I'm Not Sorry
Author: Nancy Rue
4. Jungle of Bones
Author: Ben Mikelsen
5. Ghost Hawk
Author: Susan Cooper
6. The List
Author: Siobhan Vivian
7. Husky
Author: Justin Sayre
8. The Giver
Author: Lois Lowry

MLA Format Models

Book with 1 Author

Last Name, First Name. *Title of Book*. Publisher, Year of Publication.

Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.

Website

Last name, First Name. "Title." *Publisher or Container*, Publication date, website address.

Department of education. "What Is Bullying." *Department of Health and Human Services*, 29 Feb. 2012, www.stopbullying.gov/what-is-bullying/.

How to Cite a Digital Image from a website

Including photographs, illustrations, or graphics found on a website.

Locate the following pieces of information:

The name of the creator of the digital image

*The title of the digital image

The title of the website that the image was found on

The names of any other contributors responsible for the digital image

Any numbers associated with the image (if applicable)

*The publisher of the image

The date the image was created or published

*The location of the image, such as a URL

*Notes: If the digital image does not have a title, include a description of the image. Do not place this information in quotation marks or italics.

If the picture was found using Google Images, *do not* cite Google Images as the publisher. Click on the picture and use the information from the website that is hosting the picture.

When including the URL in the citation, omit "http://" and "https://" from the site's address.

For more information on citing: <https://owl.english.purdue.edu/owl/resource/747/01/>

How to Cite an image found on the Internet:

Creator's Last name, First name. "Title of the digital image." *Title of the website*, First name Last name of any contributors, Number (if applicable), Publisher, Publication date, URL.

"Stop Bullies!" *Bonita Vista Middle School*,
bvm.sweetwaterschools.org/files/2013/08/stop-bully-logo-300x300.jpg.

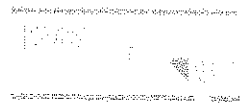
Vasquez, Gary A. Photograph of Coach K with Team USA. *NBC Olympics*, USA Today Sports, 5 Aug. 2016,
www.nbcolympics.com/news/rio-olympics-coach-ks-toughest-test-or-lasting-legacy.

Gilpin, Laura. "Terraced Houses, Acoma Pueblo, New Mexico." *Library of Congress*, Reproduction no. LC-USZ62-102170, 1939,
www.loc.gov/pictures/item/90716883/.

How to Create a Hanging Indent for a Work Cited page in Google Docs:

- **First:** Select the text you want indented. You can select a single paragraph or multiple paragraphs at a time.
- **Next:** On the ruler, drag the **Left Indent** (light blue inverted triangle) to the right as far as you want the text to be indented. As you will notice, the **First Line Indent** marker (light blue rectangle) will come along for the ride, and all your selected text will move to the right.
- **Finally:** Drag the **First Line Indent** marker (light blue rectangle) back to the left margin. It will move independently, and your hanging indent will be created.

The indent icons will now look something like this:



MLA FORMAT

Book with 1 Author

_____, _____, _____, _____
Last Name, First Name. *Title of Book*. Publisher, Year of Publication.

Website

_____, _____, "_____"
Last name, First Name. "Title." _____

Publisher or Container,

Publication date, website address.

How to Cite an image found on the internet:

_____, _____, "_____"
Creator's Last name, First Name. "Title of the digital image." _____

Title of the website,

First name Last name of any contributors, Number (if applicable), Publisher, Pub date,

Website Address.

SUMMARY FORM A

Name: _____

Title of Book: _____

Author: _____

Theme:

Main Characters:

Problems Defined:

Steps to the Solution:

Steps to the Solution – con't.

Outcome:

Summary One:

5 Points
Has **ALL** elements*

3 Points
Has **SOME** elements*

1-0 Points
Has **FEW/NO** elements*

Summary Score: _____

Summary Two:

5 Points
Has **ALL** elements*

3 Points
Has **SOME** elements*

1-0 Points
Has **FEW/NO** elements*

Summary Score: _____

*Name/book title/author/theme/main characters/problem defined/solution/outcome/correct spelling/grammar and neatness

SUMMARY FORM B

Name: _____

Title of Book: _____

Author: _____

Theme: _____

Write or type a two-three paragraph summary of the book you read. Remember, a summary is a brief retelling of the main ideas.

Summary One:

5 Points

Has **ALL** elements*

3 Points

Has **SOME** elements*

1-0 Points

Has **FEW/NO** elements*

Summary Score: _____

Summary Two:

5 Points

Has **ALL** elements*

3 Points

Has **SOME** elements*

1-0 Points

Has **FEW/NO** elements*

Summary Score: _____

*Name/book title/author/theme/main characters/problem defined/
solution/outcome/correct spelling/grammar and neatness

Reading Project Guides and Rubrics

You will need to complete one of the following projects:

- Compare and Contrast Composition Grades 5 -- 7
- The ABC's of Grade Level Theme Grades 5
- Design a Brochure Grades 6 -- 7
- Public Service Announcement Grades 5 -- 7
- Technology Project Grades 5 -- 7
- What Happens Next Grade 7 – Fire Girl Project
only

The rubrics that will be used to score the projects once they are turned in are also included. Please return the rubric with your name and grade written on it when you hand in your project.

WRITTEN EXPRESSION READING PROJECT
Compare/Contrast Essay
Grades 5-7

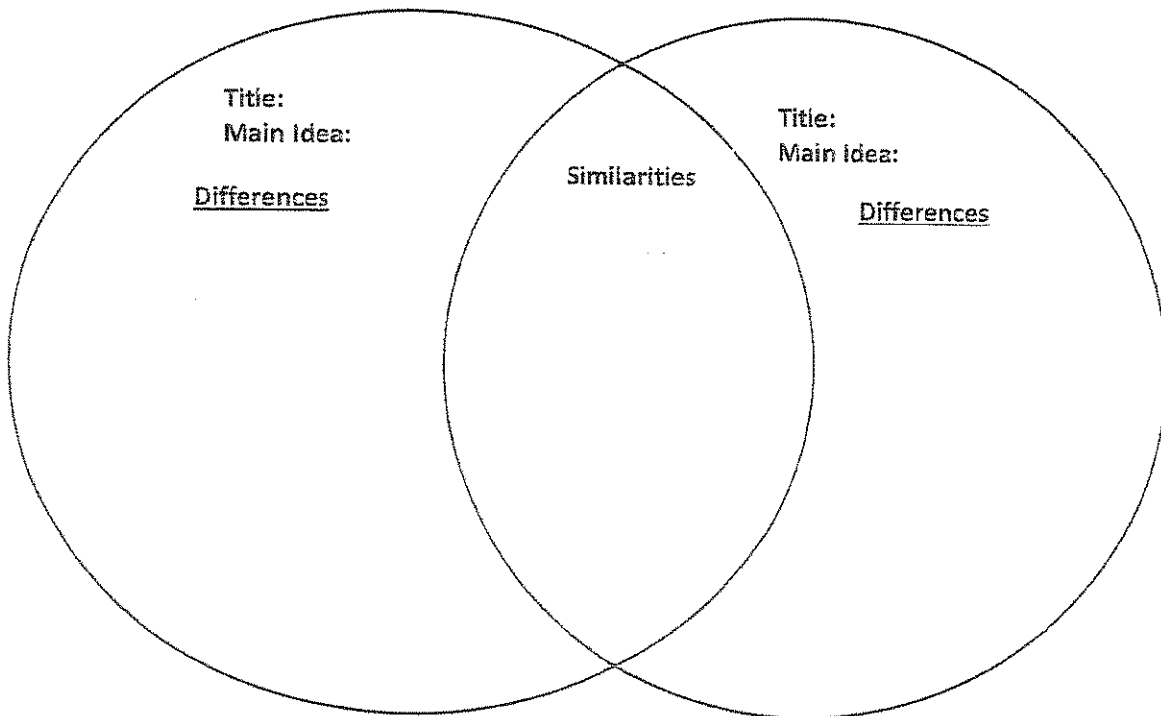
Directions: Compare and contrast the main idea of the two texts that you read. Use the Venn diagram to help you organize your thoughts.

Be sure to:

1. Write an introduction that grabs the reader's attention and states the main idea of **EACH** book.
2. Write one body paragraph discussing the similarities between the main ideas in **EACH** book. Be sure to use evidence from the text to support your ideas.
3. Write one body paragraph discussing the differences between the main ideas in **EACH** book. Be sure to use evidence from the text to support your ideas.
4. Write a conclusion that relates back to the introduction and leaves the reader with a final impression.

Venn Diagram

Use this to organize your thoughts for your compare/contrast essay.
Be sure to include **evidence** from each book to support the main idea. The PCMS Compare and Contrast Rubric will be used to grade this.



PCMS Compare & Contrast Rubric

Category	Highly Effective (6)	Effective (3)	Developing (1)
Purpose & Supporting Details	The paper clearly compares and contrasts key points in both books, offers specific examples to illustrate the comparison, and includes only the information relevant to the comparison.	The paper compares and contrasts points clearly, but the supporting information is general, and/or the points are basic. The paper includes only the information relevant to the comparison.	The paper merely compares and contrasts points clearly, but the supporting information is incomplete or missing, and/or may include information that is not relevant to the comparison.
Organization and Structure	The paper breaks the information into point-by-point or block-by-block structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into point-by-point structure or block-by-block, but may not follow a consistent order when discussing the comparison.	Organizational pattern not identifiable. Some details are not in a logical or expected order, and this distracts the reader.
Transitions	The paper moves smoothly from one idea to the next and uses transition words to show relationships between ideas.	The paper moves from one idea to the next, but may lack or misuse transition words to show relationships between ideas.	Transitions may be missing, connections between ideas are fuzzy or illogical.
Grammar and Spelling (conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes several errors in grammar or spelling that distract reader from the content.
Word Choice	Ideas are linked with words, phrases and clauses. Words are specific to the topic.	Some ideas are linked with words, phrases and clauses. Some words are specific to the topic.	Ideas may not be linked with words, phrases, or clauses. No words are specific to the topic.

Points Conversion:

30 -- 90	26 -- 82	22 -- 74	18 -- 66	14 -- 58	10 -- 50	6 -- 42
29 -- 88	25 -- 80	21 -- 72	17 -- 64	13 -- 56	9 -- 48	5 or below -- 40
28 -- 86	24 -- 78	20 -- 70	16 -- 62	12 -- 54	8 -- 46	
27 -- 84	23 -- 76	9 -- 68	15 -- 60	11 -- 52	7 -- 44	

Name _____

Grade _____

Total Points _____ /90

Sub Score: _____ + Summary Score: _____ = FINAL SCORE: _____

WRITTEN EXPRESSION
READING PROJECT

The ABC's of Grade Level Theme
(For grade 5 only)

Instead of a traditional essay, compose an ABC photo montage/scrapbook for your grade level theme. Gather pictures or draw illustrations that correlate with each letter of the alphabet. Every letter of the alphabet has to have a word, an illustration, **and a written explanation of the relevance to the topic connected to the theme.** Each entry must be connected to the books read. Arrange the words in alphabetical order. Please remember to cite your sources.

For example:

Concrete idea/word

A=Anger

B=Bullying

Abstract idea/word

A=Age (symbolizing teens)

B=Band aid (symbolic for healing that takes place)

(The ABC's of Grade Level Theme rubric will be used to grade this)

THE ABC'S OF GRADE LEVEL THEME RUBRIC

Category	10 – Excellent	8 – Good	7 – Fair	5 - Poor
Content	Covers topic in depth with many details and examples. Subject knowledge is excellent.	Covers topic with some details and examples. Subject knowledge appears to be good.	Covers topic with few details and examples. Subject knowledge is fair.	Content is minimal OR there are several factual errors.
Accuracy	All information appeared to be accurate and organized in a way that is clear and easy to read.	Almost all information is accurate and organized in a way that is somewhat clear and easy to read.	Most of the information is accurate and organized in a way that is somewhat clear and easy to read.	Very little of the information is accurate and/or is not presented in a way that is clear or easy to read.
Quality of Illustrations	Illustrations are colorful, neat, accurate, and add to the reader's understanding of the topic. There are no grammatical errors.	Illustrations are accurate and add to the reader's understanding of the topic. There are few grammatical errors.	Illustrations are accurate, but lack color and neatness. There is very little that adds to the reader's understanding of the topic. There are many grammatical errors.	Illustrations are NOT accurate OR do NOT add to the reader's understanding of the topic. The grammatical errors make any captions hard to read/understand.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Product shows little original thought. Lacks creativity and originality.	Product shows no original thought. Lacks creativity and originality.
Citing Sources	<u>All borrowed graphics have a source citation if not drawn by hand.</u> (use MLA format)	<u>All borrowed graphics have a source citation.</u> (use MLA format)	<u>Most borrowed graphics have a source citation.</u> (use MLA format)	<u>Several borrowed graphics do not have a source citation.</u> (use MLA format)

NAME: _____

GRADE: _____

Sub Score: _____ X 1.8 = _____ + Summary Score _____ = FINAL SCORE: _____

GRAPHIC EXPRESSION
READING PROJECT

Design a Brochure (Graphic Design)
(For grades 6 – 7)

This project is designed to allow students to express their grade level theme in an artistic format. **A 6-panel trifold brochure on 8 ½ x 11 paper will need to be created** in order to portray the primary elements/issues relating to your grade level theme as represented within your summer novels. For each illustration a caption/explanation of at least 3 complete and grammatically complete sentences related to the topic is required. All sentences must be complete and grammatically correct.

Images and/or words/phrases can be computer generated or drafted by hand. Please remember to cite your sources.

(The Design A Brochure rubric will be used to grade this)

***There can be no more than one picture per panel.**

DESIGN A BROCHURE RUBRIC

Category	10	8	7	5
Overall Impression	The brochure fully communicates the grade level theme clearly, creatively, and effectively.	The brochure communicates some aspects of the grade level theme.	The brochure presents words and images that relate to your grade level theme but it fails to communicate the theme.	The brochure does not adequately communicate the theme of your grade level.
Specific Sentences and Images	All sentences and images are relevant to the grade level theme. The project is easy to understand.	All sentences and images are related to the topic and make it easy to understand the theme.	Some sentences and images relate to the topic.	Sentences and images do not relate to the topic.
Design/technical construction (A brochure is designed to convey information & meant to be read from about 12" away)	Graphics are trimmed and appropriately cropped. The brochure shows considerable attention to construction. There are no grammatical errors.	Graphics are trimmed and cropped. The brochure shows attention to construction. There are few grammatical errors.	Some graphics have been trimmed or cropped to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement. There are many grammatical errors.	Graphics are untrimmed or not cropped OR of inappropriate size and/or shape. It appears little or no attention was given to designing the project. The grammatical errors make any captions hard to read/understand.
Citing Sources	<u>All borrowed graphics have a source citation if not drawn by hand.</u> (use MLA format)	<u>All borrowed graphics have a source citation.</u> (use MLA format)	<u>Most borrowed graphics have a source citation.</u> (use MLA format)	<u>Several borrowed graphics do not have a source citation.</u> (use MLA format)

NAME: _____

GRADE: _____

Sub Score: _____ x 2.25 = _____ + Summary Score _____ = FINAL SCORE: _____

AUDIO/VISUAL EXPRESSION
READING PROJECT


Public Service Announcement
(For grades 5 – 7)

Create a 60 second made for TV public service announcement that highlights an important issue related to your grade level theme. Possible appropriate solutions should be included for all middle school students to consider if faced by this challenge. Please note this public service announcement will be considered for use on the Tiger Television morning announcements.

***Note: A typed copy of your public service announcement text/script must be submitted along with your public service announcement. You are welcome to provide an audio version in addition to the written narration.**

(The PCMS Literacy rubric will be used to grade this)

PCMS LITERACY RUBRIC

	Exceeds Proficiency (14)	Proficient (12)	Approaching Proficient (10)	Below Proficient (8)
IDEAS (Content)	Response is complete and accurate with supporting details and shows higher level thinking	Response is complete and accurate with supporting details and makes an attempt at higher-level thinking	Response is complete and accurate with some supporting details	Response is incomplete or inaccurate and/or does not provide relevant supporting details
ORGANIZATION	Logical sequence is evident with a variety of appropriate transitions	Logical sequence is evident with transitions	Makes an attempt at logical sequence	Lacks logical sequence
WORD CHOICE	Uses sophisticated above grade level vocabulary	Uses grade level appropriate vocabulary and experiments with new words	Uses some grade level appropriate vocabulary	Uses mainly simple vocabulary
SENTENCE FLUENCY	Sentences vary in complexity and length	Sentences vary in structure	Attempts to vary sentence structure and length	Sentences are choppy, simple, repetitive and difficult to read
VOICE	Engages the audience and is interesting and enjoyable to read	Makes a connection with the audience	Some awareness of audience	Lacks connection with audience
CONVENTIONS	Demonstrates control of Tiger Tactics—no errors	Demonstrates control of Tiger Tactics—few errors that do not interfere with readability	Demonstrates partial control of Tiger Tactics	Tiger Tactics errors interfere with readability

PRESENTATION: Neat and legible, shows care and effort, follows required format ____/6

NAME: _____

GRADE: _____

Sub Score: _____ + Summary Score _____ =

FINAL SCORE: _____

AUDIO/VISUAL EXPRESSION
READING PROJECT

Technology Project
(For grades 5 – 7)

Students are invited to create a two-three minute video, PowerPoint, Prezi, Glogster, Photo Story, Podcast, etc. on your grade level theme as it pertains to your book. The presentation should include a brief description of the main issues that students face. Also, possible interventions to be used within our middle school environment need to be included.

*Note: Music can be added to your project if desired to enhance the presentation.

(The Technology Project rubric will be used to grade this)

TECHNOLOGY PROJECT RUBRIC

5 points (Exemplary)	4 points (Accomplished)	3 points (Developing)
Your technology project used effective formatting that helped add to the understanding of your assigned theme using images and drawing tools.	Your presentation used some creativity in organizing your project to present your themes and point of view.	You created a straightforward presentation with little creativity in formatting.
You chose the best details from the novel to portray your character's point of view effectively and creatively.	You included many details from the novel to show your themes and point of view.	You included some details from the novel to show your point of view.
You chose the perfect text to engage your audience in understanding the role of your character in the novel and its themes.	The text you chose was effective in communicating your understanding of the themes, characters, and the novel.	The text you chose showed some understanding of the novel, characters, and themes.
Your images were chosen to effectively engage the viewer in a greater depth of understanding of the characters and themes of the novel.	Your images were well-chosen for the theme and point of view.	Your images were appropriate, but did not go beyond the expected.
Your presentation was informative and had emotional impact in illustrating the theme of the novel.	Your presentation effectively showed the use of your theme and point of view in the novel.	Your presentation fulfilled the basics of the assignment.
<u>All borrowed graphics have a source citation if not drawn by hand. (use MLA format)</u>	<u>Most borrowed graphics have a source citation. (use MLA format)</u>	<u>Several borrowed graphics do not have a source citation. (use MLA format)</u>

NAME: _____

GRADE: _____

Sub Score: _____ x 3 + Summary Score _____ =

FINAL SCORE: _____

What Happens Next?

Grade 7 Only

Instead of a traditional essay, you are to complete the chapter started below. The chapter must include the conversation between Tom and Jessica when they meet again two years later as freshmen in High School. Keep in mind the following quote from Tom, "One thing I know, if I ever saw her again, I think I'd start saying all kinds of stuff and probably wouldn't be able to stop. And I'd want her to talk too, a lot."

Fast forward two years- Freshmen year in High School.

Courtney and Jeff were dating and have just broken up. Courtney reaches out to Tom and shares with him that she has always had feelings for him, dating back to when she witnessed how kind he was to Jessica. Tom is confused and doesn't know what to do. He has always thought about Courtney in a very special way.

Later that same day when Tom was staring out of the window of his room thinking about Courtney and what she had said, he noticed a moving truck parked outside of Jessica's old house.

He rushed out of the house running towards the moving truck when he saw it. There, peeking out of an open box on the lawn, was a green stuffed alligator. Could it be? Is it possible?.....

The PCMS Creative Writing Rubric will be used to grade this.

Creative Writing Rubric

	Score of 6	Score of 5	Score of 4	Score of 3	Score of 2	Score of 1
<ul style="list-style-type: none"> ● Focus ● Support 	The writer fully develops experiences and events with dialogue and description.	The writer develops experiences and events with dialogue and description.	The writer adequately develops experiences and events with dialogue and description.	The writer develops experiences and events with some dialogue or description.	The writer develops experiences and events with little dialogue or description.	The writer may not develop experiences and events with some dialogue or description.
● Organization	The writer introduces situation and characters/narrator clearly, organizes events to unfold naturally.	The writer introduces situation and characters/narrator, organizes events to unfold mostly naturally.	The writer introduces situation and characters/narrator, adequately organizes events.	The writer introduces some aspects of situation and characters/narrator, organizes some events.	The writer may introduce situation and characters/narrator, may use some organization of events.	The writer may attempt to introduce characters/narrator or situation, may not organize events.
<ul style="list-style-type: none"> ● Word Choice ● Voice 	The writer frequently uses concrete words and phrases and sensory details. Connects with reader in unique way.	The writer often uses concrete words and phrases and sensory details. Connects with reader.	The writer uses concrete words and phrases and sensory details. Connects with reader.	The writer uses some concrete words and phrases and sensory details. May connect with reader.	The writer attempts to use concrete words and phrases and sensory details. May not connect with reader.	The writer may not use concrete words and phrases and sensory details or connect with reader.
<ul style="list-style-type: none"> ● Conventions ● Sentence Fluency 	The writer demonstrates exemplary command of conventions standard written English. Includes variety of complete sentences that flow smoothly, naturally.	The writer demonstrates good command of conventions of standard written English. Includes some variety of complete sentences that flow smoothly, naturally.	The writer demonstrates adequate command of concentrations of standard written English. Includes complete sentences. Some flow smoothly, naturally.	The writer demonstrates command of some conventions of standard written English. Includes little variety of complete sentences. Few flow smoothly, naturally.	The writer demonstrates growing attempted command of conventions of standard written English. Includes little sentence variety. Incomplete sentences hinder meaning.	The writer demonstrates little or no command of conventions of standard written English. Sentences do not vary. Incomplete sentences hinder meaning.

NAME: _____

Sub Score: _____ x 3.75 = _____ + Summary Score _____ = **FINAL SCORE:** _____